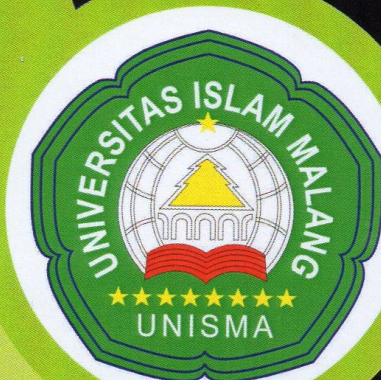


ENGLISH LANGUAGE TEACHING AND RESEARCH

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English Language Teaching and Research

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Dilarang keras mengutip, menjiplak, memperbanyak, memfotokopi, baik sebagian maupun keseluruhan isi buku ini serta menjualbelikannya tanpa izin tertulis dari PT. Tokoteknologi Mikroelektronik Nusantara

FOREWORD

In the name to Allah, the entirely merciful, the Specially merciful. All praise is due to Allah for all things He has given to us. May blessing and peace be upon to His messenger and servant, Muhammad, and upon his family and companions and whoever follows his guidance until the Day of Resurrection.

English Language Teaching and Research is a collection of paper presented in the 1st Conference of English Language Teaching and Research (*ELTAR*) under the theme of “ Promoting Innovation and transformation in English Teaching and Learning” conducted by English Language Teaching (ELT) Study Program, Graduate Program of University of Islam Malang, Malang, East java, Indonesia on February 21-22, 2018.

The conference is aimed in creating a scientific forum for English lecturers, English teachers, English teaching practitioners, and English teaching learning researchers to present and share their innovative teaching research findings and thought and transform their findings to wider scientific forum. It is delightful pleasure to inform you that the presenters of the conference are coming from not only lecturers, undergraduate, graduate, doctorate students from Indonesia universities and but also some from overseas students contributed their thought and findings in the first volume of this book chapter. We hope that more English teachers, English lectures, English teaching practitioners, and English language researchers will get a more benefit from the first edited book in language teaching and research.

A lot of people have significantly contributed to the success of this first conference and publication of this book. Therefore, we would like to thank the Rector (Prof. Dr. Masykuri, M.Si), Assistant Rector on Academic and Cooperation Affairs (Prof. Junaidi Mistar, Ph. D), director of Graduate Program (Prof. Dr. Agus Sugianto, ST, MP, and the Dean of Faculty of Teacher Training and Education (Dr. Hasan Busri, M. Pd) without them the conference wouldn't be happened. We also have to express our appreciation to all of the presenters in the conference and the contributors of selected paper included in this book. In addition we also express our gratitude to the editors who have read and revised this book that make this book better. Finally I also give special thanks to all committee and more special to abstract and proceeding section who have devoted their time and heart to finish book.

To all those who I have mentioned above and who I haven't written in this part
May the Almighty Allah bless you all. Aamiin.

The Head of ELT Study Program
Graduate Program of UNSIMA

Alfan Zuhairi

INTRODUCTORY REMARKS BY THE EDITORS

Importance of the Book

While it is true that English was originally the language of England, but through the historical efforts of the British Empire it has become the first and second language of many former British colonies such as the United States, Canada, Australia, India, and Singapore (Naved, 2015). Moreover, it is also reported that the use of English in countries like Argentina, Belgium, Sweden, Sudan, and the United Arab Emirates is increasing and English tends to shift into a second language as indicated by the fact that it is now also used in intra-national communication in these countries (Graddol, 1997). In most other countries around the globe, including Indonesia, English is learned as a foreign language.

The trend of teaching English as either a second or a foreign language in non-English speaking countries is a logical consequence of the fact that the position of English in the world today has been very significant in academic, business and social lives. No one denies that in order to be able to get in touch among people from different corners of this global village, they have to be able to communicate in English as it is now a lingua franca worldwide. This situation implies that people of any nation have to equip themselves with English if they do not want to be left behind in this fast-changing world. As such, English is taught as either first, second, or foreign language.

Unfortunately, complaints regarding English teaching particularly in Indonesia are quite prevalent so far. The complaints mostly deal with the results, which seem to be far from being satisfactory. The English skills of most senior high school graduates are still so low that, despite having learned English for six years, they are still incapable of using it for either active or passive communicative purposes. They cannot read, listen, speak, and write well. The situation at the university level is quite similar.

When TOEFL scores of Indonesians are used as an indicator, the situation is quite the same. Saukah (2003) also reported a study of English competence of lecturers in Indonesia. The subjects consist of 1267 lecturers from 34 universities in Indonesia who are going to study abroad. The instrument is a TOEFL Equivalent Test. The findings are that the average TOEFL Score was 390.5, none scored higher than 600, only 0.3% scored higher than 550, only 3.2% scored between 500 and 550, and the rest scored less than 500.

Who is to be blamed then, the teachers, the students, teacher education institutions? On this matter, while Huda (1999) mentions the poor competence of

the teacher as a cause, Alisyahbana (1990) lists the factors of poor textbook availability and poor learning motivation on the part of the learners that have contributed to the poor English achievement of Indonesian students. Moreover, Muhtar (1995) mentions the overcrowded classes and poorly-paid teachers to be main causes.

As human factors in the teaching learning activities, it is true that the role of teachers and learners in a foreign language instruction is very significant. The teachers are the ones who are responsible for arranging and managing the instructional components to function in an effective system. They are responsible for setting up instructional objectives, developing the proper instructional material, selecting the instructional techniques, and conducting the appropriate evaluation procedures. Therefore, the issues of how teachers should teach have gained much attention among researchers during the past decades. Investigations of these matters resulted in the development of models and approaches to second/foreign language teaching.

The role of the learners cannot simply be neglected. In fact, there is no real teaching activity unless there are learners being involved in it either directly or indirectly. It is not surprising then to argue that assessment of the effectiveness of instruction should be based more on how the student learns than on how the teacher teaches. This assumption leads to a great awareness of the significant roles the learner plays in the learning process. Therefore, a great deal of research on how learners learn was carried out in the last few decades.

However, it seems unfair to blame anyone of them as they are just parts of a number of factors influencing success in second/foreign language (L2/FL) learning. Sadtono (1997) says that two factors influence the success of learning a new language and these factors are linguistic and non-linguistic in nature. The linguistic factors are factors concerning the target language itself such as the phonology, morphology, syntax, etc. The non-linguistic factors, on the other hand, are those external to the nature of the language being learned such as the curriculum, learning facilities, teacher, and student. This indicates that improving the quality of English teaching requires one to study all factors that may potentially affect the teaching-learning process. Moreover, innovations brought about by research endeavours should then be readily transformed into classroom teaching and learning activities.

Then, it is to disseminate findings of research carried out by teachers and lecturers that this book is published. The book contains selected papers presented in the first international conference on English Language Teaching and Research (ELTAR) conducted by English Language Education Study Program, Postgraduate Program of the University of Islam Malang.

Organization of the Book

The book consists of four parts: Part A deals with very specific topics such as teaching-learning and assessment strategies, Part B concerns about broader topics of curriculum in general and context-specific teaching of English, including English for vocational school students and English for young learners, Part C are about the broadest topics of English language and culture learning, and Part D deals with topics beyond language learning: character building and teacher development.

In Part A **Mubarok, Ratnasari, and Amalia** reported the finding of their study on the effectiveness using audio-visual media in the teaching of listening skills of extended dialogues and monologues carried in a vocational high school. In brief, they found that the students in the experimental class who were taught using audio-visual media gained significantly more listening comprehension achievement than their counterparts in the control class who were taught using audio media. **Isnawati and Sulisty** reported their descriptive study on the feasibility of using Written Feedback and Conference (WFC) strategy in the teaching of writing skill. They found that students perceived the use of WCF positively and they thought it provided more advantages than disadvantages to the students. Accordingly, the researchers recommend that teachers use WFC in the teaching of writing skills. Meanwhile, **Kurniasari, Khairunnisah and Wulandari** described the fruitfulness of using conversation journals in the teaching of speaking skills. The students were found to be more motivated to speak and, as a result, their speaking skills improved significantly.

Furthermore, the use of technology-based learning in the teaching of English is also presented in Part A. **Inggita and Gloria** were interested in studying the implementation of Mobile-Assisted Language Learning (MALL) as an alternative of Computer-Assisted Language Learning (CALL). They asserted that MALL was perceived to be more advantageous because of its mobility, so that the students can learn anywhere and anytime. However, this technology-based mode of learning challenges English teachers to also keep up with advancement in technology. One form of MALL is *Whatsapp Messenger*, the advantages of which are studied by **Adieb, Rendhi, and Salim**.

Lastly, this section is ended with three papers on assessment: peer assessment, self-assessment, and authentic assessment under K-13. **Jumariati and Husyana** studied the contribution of peer review (peer-assessment) to the quality of writing of intermediate students at Universitas Lambung Mangkurat. They found that peer review was effective in improving the students' scores of writing, particularly in the aspects of content, grammar, and mechanics. Similarly, **Anjarwati, Ni'amah, and Hentasmaka** reported their pre-experimental study of the effectiveness of guided self-assessment in the teaching of grammar. Their study

also came up with a finding that the students' mastery of grammar improved significantly after being treated with guided self-assessment. The last one is **Sulistyo's** paper on how to promote innovative and transformative teaching and learning in ELT through authentic assessment under K-13.

Next, Part B contains five articles dealing with curriculum and specific-context English teaching. In this part **Hurriyah, Fitria, and Humaira** studied about the teachers' perception of the curriculum change in Indonesian context from the school-based curriculum into the 2013 curriculum. The research indicated that teachers of English were in favor of the change of the curriculum as the new one (the 2013 curriculum) encourages the students to be more active and requires the teacher to be more creative in designing the teaching-learning process.

Improving the quality of English teaching in Tourism Vocational Schools has been a research interest of **Mujiono, Tunggal, and Rahutami**. Using a research and development design they developed integrative learning media using multisensory approach with elaboration model, which was then judged to be valid by expert validators. They then recommend that the media be used in the teaching of English to students Tourism Vocational Schools. Still in the context of English teaching to vocational school students, **Amaliah** reported the potential relationship of students' Extramural English activities, their attitudes towards English, and their English proficiency.

In the context of English for Young Learners (EYL), moreover, two studies are covered in Part B of the book. The first one is a study by **Ermerawati**, who studied the role of classroom discourse in speaking class. Using observation as a technique of collecting the required data, she reported that teachers of English at the elementary school she studied need to apply classroom discourse approach in order to help them manage their classroom activities. Meanwhile, **Setyaningrum** and **Warnanda** came up with a recommendation that Indonesian children songs be translated into English and then used them in the teaching of English to elementary school students.

Part C of the volume takes broader issues of English language and culture learning. They deal with language and culture learning, and the use literary work to promote both language and culture learning. **Anjanillah** and **Andriani** compared the learning of English and Javanese as the two languages stand as local content in the elementary school curriculum. Contradictory to what many people are worried about, the teaching of English did not eradicate the teaching of Javanese as the students were found to have better achievement in Javanese than in English. Furthermore, **Mukorobin** explicates the need of promoting awareness of cultural differences between English and Indonesian. Thus, introduction of English culture together with Indonesian culture in English classes through the use of storytelling,

essay writing, and presentation of the two cultures is considered important in English classes.

In order to promote students' learning of both the language and the culture of English, **Solichah** suggested the use of fairy tales. She asserts that the use of fairy tales as English learning materials will improve students' mastery of the language and culture, so that their interest and motivation to learn English will in turn increase. She also claims that the use of fairy tales also develops the students' whole personality. Lastly, Part C of the book is closed with a chapter of the importance of enhancing teacher and learners' critical literacy in Indonesian EFL context by employing hoax as learning materials. In this case, **Arifin** offers eight practical steps to use hoax in EFL classrooms to develop critical thinking skill.

The last section of the book is Part D, which consists of three chapters. Two articles are about students' character building and one is about teacher development. **Anugerahwati**'s chapter on how Indonesia welcomes character building for the 21st century proposes some ways of reinforcing students' noble characters through English lessons, particularly among students of junior high schools. She explains that English teachers can develop students' good characters through careful selection of the materials, design of group and individual tasks, and other teaching-learning activities. In fact, the importance of developing good characters is not only for high school students, but also for students of higher education. In this case, **Kuzairi** and **Maulida** reported that English teaching-learning activities carried out in a number of higher institutions in South Kalimantan entail character building process. Such characters as being responsible, caring, respectful, and fair are built and developed through classroom activities such as requiring students to complete and submit exercises and assignment on a predetermined schedule, checking, reviewing, and providing feedback on the students' work, appreciating the students' ideas and responses on the teachers' questions, and treating the students equally respectively.

This last part of the book is closed with a chapter by **Yusuf** and **Wijayanti** who promote the use of students' feedback for teacher professional development. Using a questionnaire to collect the required data, they came up with a conclusion that both the teacher and the students viewed that the students' feedback of the teacher's teaching performance is beneficial for developing the teacher's teaching competence. The teacher could improve her teaching strategies which were perceived to be ineffective by her students after she had read the students' feedback. Thus, the students' feedback contributed to the development of the teacher's professionalism.

Closing Remarks

The book is indeed a fruitful resource for both teachers and researchers, who are concerned about improving the quality of teaching English as a foreign language (EFL), particularly in Indonesian context. The chapters contain practical guidelines of how to teach the students in the classroom to develop their English skills, including speaking, writing, listening, reading, as well as to build their characters. They also contain important references for researchers to carry out further studies to validate findings of the previous studies. In short, the book is a should-be-read resource for practitioners as well as researchers. Enjoy your reading!

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CONTENTS

Forewords	ii
Introductory Remarks by Editors	iv
Table of Contents	x
PART A ENGLISH TEACHING AND ASSESSMENT STRATEGIES	
Chapter 1 The Efficacy of Using Audio-Visual Materials for Extended Dialogues and Monologues Listening Texts Ahsin Fahmi Mubarak, Astri Ratnasari, & Novika Amalia	1
Chapter 2 The WFC Strategy: Some Reflections Ida Isnawati and Gunadi Harry Sulistyo	12
Chapter 3 Conversational Journal for Speaking Isnaini Hijriyah Kurniasari, Khairunnisah, & Rossy Wulandari	22
Chapter 4 Implementing Mobile-Assisted Language Learning in English Language Teaching Narendra Dyah Inggita and Guldya Goes Gloria	31
Chapter 5 Whatsapp Messenger as a Tool to Support English Foreign Language Class M. Adieb H, Rendhi F, & M. Abdullah Salim	43
Chapter 6 Does Peer Review Really Contribute to the Quality of Students' Writing? Jumariati and Rika Husyana	48
Chapter 7 The Use of Guided Self-Assessment in Teaching Grammar Rosi Anjarwati, Afi Ni'amah, & Daning Hentasmaka	60
Chapter 8 The Level of Translation Skill on Scientific Article: Implementing New Mark's Theory Elda Yuniar Ryandini	69
Chapter 9 Authentic Assessment Under K-13: How It Can Promote Innovative and Transformative Teaching and Learning in ELT Gunadi Harry Sulistyo	83

**PART B ENGLISH CURRICULUM AND CONTEXT-SPECIFIC
ENGLISH TEACHING**

Chapter 10 Teachers' Perception Regarding the Curriculum Change from KTSP to Curriculum 2013 Ismi Ajeng Hurriyah, Nur Atika Firtria, & Silmy Arizatul Humaira'	97
Chapter 11 Developing Integrative English Learning Media Based on Multisensory Using Elaboration Model for Vocational High School Students Mujiono, Trisno Tunggal, & Rahutami	109
Chapter 12 Extramural English, English Proficiency and Students' Attitude toward English Rezki Hakiki Amaliah	125
Chapter 13 The Role of Classroom Discourse in Young Learners' Speaking Class Anesti Budi Ermerawati	140
Chapter 14 Translating Indonesian Children Songs for Young Learners' Classes Rina Wahyu Setyaningrum & Kharisma Naidi Warnanda S	148
Chapter 15 The Possibilities of the 21 st Century Learning in Provoking Learner's Autonomy: The Early Intertwine of Interpreting Learning Model Taufiq Jati Murtaya	157

PART C ENGLISH LANGUAGE AND CULTURE LEARNING

Chapter 16 Students' English Learning Vs Javanese Language Acquisition Farah Anjanillah & Ika Novita Andriani	171
Chapter 17 Culture Teaching: Why do We Need That? Royana Mukorobin	187
Chapter 18 Working With Fairy Tales in Teaching English as a Foreign Language (EFL) Classroom Iva Riyadhus Sholichah	196
Chapter 19 Enhancing Teacher and Learners' Critical Literacy in Indonesian EFL Context: Working with Hoax Adip Arifin	206

**PART D BEYOND LANGUAGE LEARNING: LEARNERS’
CHARACTER BUILDING AND TEACHER
PROFESSIONAL DEVELOPMENT**

Chapter 20 How Indonesia Welcomes Character Building for the 21st Century Mirjam Anugerahwati	214
Chapter 21 Character Building: A Hidden Curriculum in English Language Teaching on Higher Education Hidyaa Maulida Kuzairi & Hidyaa Maulida	221
Chapter 22 “Am I Good Enough? – Teacher’s Reflection toward Students’ Feedback for Teacher Professional Development” Aulia Olpah Yusuf & Galuh Wijayanti	230

Translating Indonesian Children Songs for Young Learners Classes

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Abstract

2013 Curriculum enacted in Indonesia has put English as an extra-curricular activity in primary school, no longer a content subject. An irony then comes into the debate, as most English teaching practitioners consider that teaching English as a foreign language should be initiated since young ages. The long process of elevating English proficiency since young ages should now be put behind. Not becoming a content subject anymore, it means that there is no standard of English teaching to achieve. These issues seek for the solutions. One of the proposed solutions is best equipping home-room teachers from all grades in designing English extra-curricular activities, with the touch of local wisdom so as to make it more meaningful. It is as a support to the implementation of thematic teaching and character building. As the concept of teaching English for primary school students is to give them experience in using the language, the teacher can opt singing as one of the activities in class. Translating the Indonesian children song suggested by the weekly sub theme contributes the students' understanding towards the lesson. These could be achieved by conducting home-room English teachers training of how to translate the songs and make them possible to be used in class.

Keywords: Indonesian children songs, English for young learners, primary schools

Over two decades up and down since English was introduced to the primary school students in Indonesia in 1990s, the changes of curriculum affected its position. Once, it was the most popular content subject chosen by almost all primary schools in Indonesia regardless the quality of the English for Young Learners (EYL) teachers graduated from non-English department. When *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or School-Based Curriculum was introduced in 2006 and then officially implemented all over Indonesia in 2009, some schools recruited the professional English teachers to teach English. It gave the opportunity to the English teachers to create their English teaching as it was suggested by the KTSP – giving the schools independency in designing, developing, and implementing curriculum based on their own condition and potential. The result was that more and more primary school students enjoyed their English classes. The EYL teachers played important roles in nurturing English with enjoyable and meaningful activities. In early 2000s, English was promoted to become the medium of instruction, and officially used by the International based primary schools, in which English was used together with *Bahasa Indonesia* equally, or even more. Eventually, some schools were trying hard to be International-Based School, which then attracted the parents,

education practitioners, nationalist, and also the government that using English as a medium of instruction affected the students' nationalism. What make it worse was that some schools started to stop English teaching and the English teachers should change their status to be primary school home-room teacher. Moreover, the implementation of the newest 2013 curriculum, included English in primary schools as an extra-curricular activity. It requires the primary school home-room teachers teaches the class thematically, including the extra-curricular activities. The teachers' limited English proficiency affects the teachers' confidence in using English in the extra-curricular activities.

The implementation of thematic curriculum for primary school level amended by the 2013 curriculum which has already changed the culture of learning based on subject. By this curriculum, four themes are provided for a semester learning activities and each of them is divided into four weekly sub-themes. Furthermore, each sub-theme for grade 1-3 is put into six meetings with integration of different content of subjects such as Religion, Civic Education, Bahasa Indonesia, Math, Art and Culture, and Physical Education. Different from the earlier grades, for grade 4-6, Science and Social Studies are added in the themes (Ministry of Education and Culture's Decree No.65, 2013). Despite English for primary school students is abolished from the curriculum, Sukarno (as cited in Arif, 2015) mentions that the teaching and learning of English in primary school provides students' English language competencies in the golden age– the age that the children can learn anything easily – namely, linguistic competence and linguistic performance. Furthermore, Arif (2015) found that the primary school teachers considered the importance of English offered to the students in facing globalization era, and suggested English taught from primary level to prepare the students for further study.

Two public primary schools in Batu – SDN Puntan 2, a public primary school located in Puntan village, and SDN Tulungrejo 4, a public primary school located in Tulungrejo village - consider the importance of conducting the English extra-curricular for their students because their schools are located close to tourist destinations. With the hopes of giving the students experience in using English and getting ready to welcome international visitors, the schools have been putting some efforts in equipping the home-room teachers with knowledge in English and EYL. After upbringing the teachers general English, the principles of teaching EYL, and material development, the Teachers' Book entitling Shining English was originated in 2016. It was developed by including the local potential of Batu, ranging from tourist destinations to arts. The book has been used for two years before the teachers urged the book's writers to write supplementary materials to vary the activities suggested by the book and the thematic textbook. Songs were chosen as the supplementary materials to develop since the students enjoyed the session of singing English songs. The only dilemma experienced by the teachers was the availability of various songs brought to the class. Unfamiliarity of English songs directed them to the idea of translating Indonesian songs to English.

Including Songs in Eyl Classes

Combining the materials in Shining English book and thematic textbook published by Ministry of Education and Culture of Republic of Indonesia, the

teachers of both schools initiate the innovation in facilitating the students' English extra-curricular activities. As primary school students like to have enjoyable and interesting; active and hands-on; supported and scaffolded; meaningful and purposeful; culturally related and relevant activities (Shin, 2017), songs can be the option for English extra-curricular.

Children often sing songs, hum melodies, and move and dance to music (Shin, 2017). Teachers need to understand the benefits of using song and movement for children development and language development. Shin (2017) explains that song and movement affect the child development and learning as they bring psychomotor effects; emotional and social effects; and cognitive effects. There are holistic effects that while moving and singing a song, the students move all their body parts and function all of them together in order to maintain the blood flow. At the same time, the students enjoy the activity and feel as part of the group. Singing together builds the students' stronger bond. The combination of movement and music can affect neurological exercise that support intellectual development. Furthermore, Shin (2017) also notes some benefits of songs and movement for language learning. They can provide authentic and meaningful context, introduce students with the target culture, create enjoyable classroom atmosphere, provide opportunities to practice oral language, aid in retention and comprehension, and enhance literacy instruction. Including the songs in extra-curricular activities is relevant to the contents of thematic curriculum because every sub theme for weekly materials includes one or more related songs. As the example, in Thematic book for grade 1, theme 4, My Family, Sub-theme 1, Family Members, there are two Indonesian songs "*Satu-Satu Aku Sayang Ibu*" and "*Ruri Abangku*" offered to the students as materials to understand the concept suggested by both theme and sub theme. The availability of those songs has brought an idea of the teachers to use them in English extra-curricular activities. This decision was taken as it was easier for the teachers to run related activities both in Bahasa Indonesia and English. They believed that songs and movement could help students get the concept learnt in class.

Translating Indonesian Children Songs To English

Translating the songs needs theories in order to make the translated songs suitable with the source song. Andersson and Ulvaeus (2009) argue that song lyrics translator needs to have good association skills, a large vocabulary, and also good at word play. A good translator has to accomplish a translation which is equal to the original, or – even better than the original. According to Franzon (2008), five choices in song translation includes; (1) Leaving the song untranslated, (2) Translating the lyrics but not taking the music into account, (3) Writing new lyrics to the original music with no overt relation to the original lyrics, (4) Translating the lyrics and adopting the music accordingly – sometimes to the extent that a brand new composition is deemed necessary, and (5) Adapting the translation to the original music.

Furthermore, as the objective of translated Indonesian children songs is to ease the students in memorizing the lyrics and understanding its content, the song should be sung like the way it is in *Bahasa Indonesia*. The lyrics is translated and the music is adopted (Franzon, 2008). Rudolfson (cited in Andersson and Ulvaeus, 2009) adds that a translator needs to place important words in other places in the

translated text compared to the original text. The new text must follow the music in every detail. The translated song version has to play an important role in language learning – not as a filler – because it is as a regular part of each class in order to teach academic and social skills as well as to manage young learners by facilitating routines activities (Cerniglia, Gillespie, and Glider as cited by Shin, 2017).

In translating the children Indonesian Songs, the teachers involved trainers and professional translator. Some steps were taken in translating Indonesian children songs. They were; songs' selection process, songs' translation training, the implementation of the translated Indonesian children songs, and preparation of supplementary materials.

Songs' Selection Process

Prior the workshops for teachers to translate the children Indonesian songs, the teachers selected the songs based on the themes and sub-themes suggested by the Shining English and thematic textbook. Shin (2017) states that most EYL classrooms use traditional children's songs as part of the curriculum. It is suitable with the way the teachers did that the songs they selected were commonly used to teach children in their first language. They were as follows.

Table 1. List of Indonesian Children Songs

No.	Indonesian Titles	English Titles
1.	Naik-Naik ke Puncak Gunung	Climb to the Mountaintop
2.	Satu-Satu	One and One
3.	Bintang Kecil	The Little Stars
4.	Kalau Kau Suka Hati Tepuk	If You're Happy Clap Your Hand
5.	Pelangi-Pelangi	Rainbow oh Rainbow
6.	Anak Kambing Saya	My Little Goat
7.	Burung Kakak Tua	Cackatoo
8.	Kasih Ibu	A Mother's Love
9.	Cicak di Dinding	Gecko on the Wall
10.	Soleram	Soleram
11.	Dua Mata Saya	My Eyes
12.	Kepala, Pundak, Lutut, Kaki	Head, Shoulders, Knees, and Toes
13.	Tik Tik Tik Bunyi Hujan	Sound of the Rain
14.	Lihat Kebunku	My Garden
15.	Balonku	My Colorful Balloons
16.	Desaku	My Village
17.	Jujurlah	Be Honest
18.	Terima Kasihku	Thank You, My Teachers
19.	Pergi Belajar	Going to School
20.	Aku Anak Indonesia	I am an Indonesian

Songs' Translation Training

In this activity, the home-room teachers were given task to translate the songs they have selected previously. The songs were translated word by word from Bahasa Indonesia into English. The trainers assisted them in the process of

translating the songs. A translation has to provide all relevant information about phenomena mentioned in the original so that the singer can understand fully what the song is about, and perform accordingly (Malmkjaer, 2005). The translator has to pay attention to the line-order, structural features, as well as the rhymes and rhythm as that in the original text. As the result, the song must be singable. The following table explains the songs translated by the teachers, based on their English proficiency.

Table 2. The Translated Song Made By the Home-room Teachers

Indonesian Version	English Version
Naik – Naik ke Puncak Gunung	Climb to the Mountaintop
Naik-naik ke puncak gunung	Let's climb, let's climb to the mountaintop
Tinggi, tinggi sekali	So high, so high in sky
2x	2x
Kiri kanan	Look left, look right
Ku lihat saja	And what do I see
Banyak pohon cemara	The forest full of trees
2x	2x

Bintang Kecil

The Little Stars

<p>Bintang kecil dilangit yang biru besar, menghias angkasa Aku ingin terbang dan menari jauh ketempat Kau berada</p>	<p>AmatThe little stars are over the blue sky, They inginare so much, painting of the sky, I want to tinggify and I want to dance, So far so high, I'm going to your place.</p>
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<p>Kasih Ibu Kasih Ibu, kepada beta Tak terhingga sepanjang masa Hanya memberi Tak harap kembali Bagai sang surya menyinari dunia through the world day</p>	<p>A Mother's Love That she gives to me It's an endless love for all my life Shes's always giving but never asking Just like the sun shining</p>
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The trainers checked the results of the translation and then passed them to the professional translator for feedbacks and advice. The feedback were related to the diction, rhyme, number of syllable, and intonation between the original song and the translated song. The feedbacks were as follows.

Table 3. The Professional Translator Feedbacks

Teachers' Translation	Feedback
Climb to the Mountaintop	
Let's climb, let's climb to the mountaintop	Let's hike, let's hike, hiking the mountain
So high, so high in sky 2X Look left, look right	(a) So high, the top to attain (a)
And what do I see	2X
The forest full of trees	On my left side
2X	(b) On my right side
The Little Stars	
The little stars are over the blue sky, They are so much, painting of the sky, I want to fly and I want to dance,	The little stars are over the blue sky (a) A lot to gaze, decorating the sky
So far so high, I'm going to your place.	(a) I want to dance and fly to reach the stars (b) So far so high, I will fly to where you are
A Mother's Love	
A mother's love,	My mother's love (a)
That she gives to me,	That she gives to me (b)
It's an endless love for all my life	I'm so thankful for her endless love (a)
She's always giving, but never asking,	Giving not asking is what she does to me (a)
Just like the sun shining through the world	Nothing can compare, she is sun, (b) shining brightly (b)

The Implementation of the Translated Indonesian Children Songs

The home-room teachers and the trainers decided the songs to be implemented in the class during teaching and learning process. The songs with the title *Naik-Naik ke Puncak Gunung* or Climb to the Mountaintop (for grade 3) and *Bintang Kecil* or The Little Stars (for grade 1) were chosen. The teaching medium used in this activity was Manila paper which contained of the song's lyric. During the trial process, the teacher brainstormed the students with the song given. She invited the students to sing the song together. First, the students sang the Indonesian version and after that the teacher introduced the English version. It was not easy because the students were unfamiliar the English version. But, the teacher repeatedly introduced the lyrics and the pronunciation of words one by one, such as 'mountain' (*gunung*), 'hike' (*mendaki*), 'tree' (*pohon*), 'star' (*bintang*), 'decorating' (*menghias*), 'sky' (*angkasa*), etc. The teacher was not only

drilling the pronunciation of the songs, but also using body gestures while singing. The teacher demonstrated the shape of 'mountain', 'tree', the gesture of 'hike', 'decorating', and so on. By those activities, the students were expected to understand the meaning of the words or lyrics in the song. As English is a Foreign Language (EFL) for those two schools, the use of *Bahasa Indonesia* as the first language (L1) in learning English as the target language (L2) cannot be avoided. The proportion in using L1 is sometimes more than the use of L2. The teachers still use L1 as it is still a great help for both teachers and students to have a successful L2 learning. Kenny (2011) argues that teachers need to move away from teaching grammar through structural activities and focus more on providing the students with opportunities to practice authentic communication.

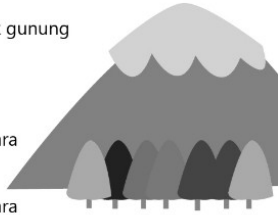
Preparation of Supplementary Material

The last activity done in this process was preparing the supplementary material. The pocket book that contained translated 'Indonesian Children Songs' became one of the supplementary materials that can be used in the process of teaching and learning in the class. After editing all songs translated by the home-room teachers, the next step was making the layout before submitting the draft to the publisher. Here, we cooperated with the campus publisher (UMM Press) to publish the pocket book. They are as follows.

Naik-Naik ke Puncak Gunung

Naik-naik ke puncak gunung
Tinggi, tinggi sekali
Naik-naik ke puncak gunung
Tinggi, tinggi sekali

Kiri kanan
Ku lihat saja
Banyak pohon cemara
Kiri kanan
Ku lihat saja
Banyak pohon cemara



Climb to the Mountaintop

(*)
Let's hike, let's hike, hiking the mountain
So high, the top to attain
Repeat (*)

(**)
On my left side
On my right side
Pine trees standing side by side
Repeat (**)



Bintang Kecil

Bintang kecil dilangit yang biru
Amat besar, menghias angkasa
Aku ingin terbang dan menari
Jauh tinggi ketempat Kau berada

The Little Stars

The little stars are over the blue sky
A lot to gaze, decorating the sky
I want to dance and fly to reach the stars
So far so high, I will fly to where you are

Kasih Ibu

Kasih ibu,
kepada beta
tak terhingga sepanjang masa
Hanya memberi,
tak harap kembali,
Bagai sang surya, menyinari



A Mother's Love

My mother's love
That she gives to me
I'm so thankful for her endless love
Giving not asking is what she does to me
Nothing can compare, she is sun, shining brightly

Suitable with Chomsky's theory that everyone has an innate ability in using a language, the teachers have to pay attention to the intellectual stage of what Piaget called as Concrete Operations, that the children are centered on the here and now, on the functional purposes of a language (Brown, 2007). Students like to ask for more song when songs are used in class. The repetition is one of the natural way the students pick up the language. The students need to have authentic experiences in order to be invested in learning a new language (Kenny, 2011). When they are at their nine to ten, they generally display an enthusiasm for learning and curiosity about the world around them in which their understanding comes not just from explanation, but also from what they see and hear, crucially, have a chance to touch and interact with (Harmer, 2013). The learning experience

as provided by the two schools can encourage the students to get information from a variety of source.

Conclusions and Suggestions

As English is a foreign language in Indonesia, students need to get familiar with it. Gradually, it can be a second language as the globalization era requires them to be able to communicate globally. The younger the students learn English, the better their competency both in language and in communication. The teachers readiness in facilitating the primary school students English extra-curricular activity can be developed by giving the students materials in line with the theme that they learn in class.

The songs suggested by the thematic textbook that the students use in class can be the option for making the extra-curricular activity enjoyable. The translation of Indonesian children songs to English version gives the opportunities both teachers and students experience in involving the L1 in L2 learning. Some steps in translating the songs can be taken as the teachers need to involve in the process until the songs can be used in the activity.

It is suggested that for teachers who will translate the Indonesian children songs, they have to make sure that they like to do it and they accept the suggestions or feedbacks from others. The process should involve the trainers and professional translator so that the translated songs sound good and singable. The students will enjoy the song as they have been familiar to the music or the rhythm that they usually sing in their first language.

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English language teaching and research is an anthology of teaching experiences in English education. This book focuses not only on the important role of teachers but also the contribution of myriads factors such as approaches, methods, instructional media, cultural and linguistics aspects, character building, curriculum, professional development, and technology based learning. The factors are presented in various angles of how to teach and how to learn English successfully. It is expected that this book can be beneficial to everyone who deals with multifaceted English language teaching

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